

A.I.R.E. Standardized Post-Assessment

Directions: Fill in the bubble next to the answer that best answers each question.

1. Why is it important to make a *sustainable* choice rather than a short-termed one?
☐ A. Making a sustainable choice will focus on all needs and ensure long-term success
☐ B. Making a sustainable choice will only focus on immediate needs
☐ C. A short-term choice is better because people need to make decisions quickly
☐ D. A and C
2. What sources do pollutants in the air come from?
☐ A. Natural air pollution caused by volcanoes, forest fires, and other natural sources
☐ B. Air pollutants from man-made sources such as burning fuels (factories and cars) and generating electricity
☐ C. Chemicals released from man-made sources: Nitrogen Oxides, Carbon Monoxide, and Lead
☐ D. All of the above
3. The best decision-making processes include:
☐ A. Considering the short and long term costs, consequences, and alternatives
☐ B. Which ever decision will meet the goal the fastest
☐ C. Which ever goal helps the most popular or wealthiest people involved
☐ D. Which ever decision will help the animals at any cost
4. Who are stakeholders?
☐ A. People who drive stakes into the ground to create fence corners
☐ B. People who are involved with a community issue: they are involved because the issue is created by them, affects them, or is related to them in some way
☐ C. Objects found in construction that hold objects from flying away with gusts of wind
☐ D. None of the above
5. How do people decide what an air quality standard should be?
☐ A. Committees from different communities get together and decide what is acceptable
☐ B. A balance of personal belief, opinion, and scientific fact and evidence
☐ C. Most states create standards by a majority vote
☐ D. A and C
6. What is air pollution?
☐ A. Smells floating through the air that are not pleasant to human beings.
☐ B. Objects in the air from natural and man-made sources that may or may not have adverse effects on living things: ozone, pollen, dust, and molds
☐ C. Particulates or gases (visible or invisible) that are from both natural and man-made sources; these pollutants can cause harm to living things like plants, animals, and humans
☐ D. None of the above.
7. How can communities cut down on air pollution?
☐ A. Ensure that air pollution laws are being followed correctly by local industries and manufacturers
☐ B. Offer incentives and sponsorship for businesses and schools whose students and employees choose to carpool and use public transportation
☐ C. Regulate local sources of power (electricity, heat, and water) to ensure that they are using low-impact methods as much as possible
☐ D. All of the above
8. How can communities be organized to reduce air pollution?
☐ A. Plant trees near highways, major streets, around homes, and around industries to cut down on air conditioning, electricity generation, and to absorb some airborne pollutants
☐ B. Always put the factories and industries in the center of town
☐ C. Encourage suburban sprawl, so that people live far from their workplaces and use the highways daily
☐ D. Make laws that say people cannot use cars-except in emergencies
9. What are some signs of visible or invisible air pollution?
☐ A. Many people in the area have been sick with bronchitis
☐ B. Smoke, odors, smog, stunted or discolored plants or trees, damaged or discolored statues or buildings
☐ C. Trees have diseases that are contagious
☐ D. Clouds, humid afternoons, and dark skies at dusk
10. What are some of the health effects on people from air pollution?
☐ A. Higher percentages of gout and joint swelling
☐ B. Higher percentage of birth defects
☐ C. Higher percentages of asthma, breathing problems, headaches, irritated eyes, brain, heart, kidney, and lung damage
☐ D. Higher percentages of illiteracy

Short Answer:

1. How can individuals and families cut down on air pollution?

2. How can schools and businesses cut down on air pollution?

3. Explain what conditions produce smog and how it can affect the health of humans and plants.

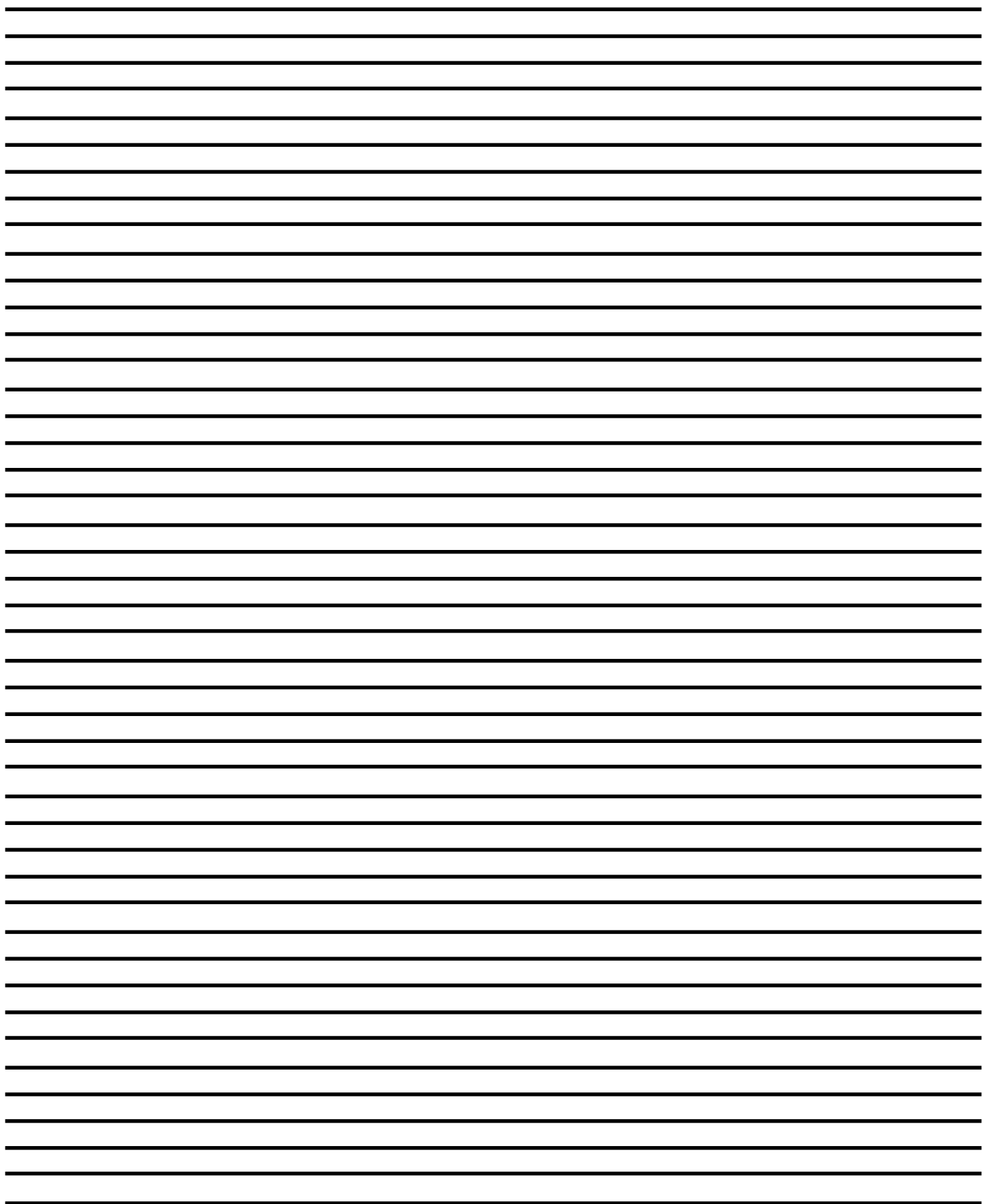
4. What are some things the United States and local governments can do to help reduce air pollution and improve air quality.

5. How have the choices made by individual citizens, businesses, industry owners, and government over the years had an impact on air quality and air pollution.

Extended Constructed Response:

Directions: Write a five-paragraph persuasive essay explaining why it is important to have good air quality. Please include any data or information that you learned from completing this unit. Write only on the lines provided. See attached rubric for grading criteria.

[illegible]



Five-Paragraph Persuasive Rubric

	Ideas and Content	Organization	Style/Voice	Conventions
4/A	<ul style="list-style-type: none"> States the opposite opinion and tells why it is wrong 	<ul style="list-style-type: none"> Introduction paragraph contains a simile or metaphor 	<ul style="list-style-type: none"> Simple, complex, and compound sentences are used 	No errors in spelling, grammar, or punctuation
3/B	<ul style="list-style-type: none"> Thesis sentence clearly states the intended message 3 main points have reasons, events, and scientific data as support Written with seriousness Convinces reader with smart ideas 	<ul style="list-style-type: none"> 5 paragraphs are well-organized (introduction, 3 body, conclusion) Transitions are always used (2 per paragraph) Clearly organized topic, support, and conclusion of ideas 	<ul style="list-style-type: none"> At least 5 \$100 words are used per paragraph All sentences are complete and make sense Sentences alternate between short, medium, and long 	1-5 errors in spelling, grammar, or punctuation
2/C	<ul style="list-style-type: none"> Thesis is a vague opinion, not specific 3 main points are not very specific Written without seriousness Conclusive paragraph does not convince 	<ul style="list-style-type: none"> Message is clear but writing is sometimes off topic Transitions are used only once per paragraph Paragraphs are present but confusing and not clearly organized 	<ul style="list-style-type: none"> Writing uses rational, logical thought Only simple (short) sentences are used Only basic vocabulary is used 	6-10 errors in spelling, grammar, or punctuation
1/DF	<ul style="list-style-type: none"> Opinion, main points, and ideas are not clear 	<ul style="list-style-type: none"> Message is not clear Transitions are missing Fewer than 5 paragraphs 	<ul style="list-style-type: none"> Half of sentences are incomplete Only basic vocabulary used Not particularly persuasive 	More than 10 errors in spelling, grammar, or punctuation